

**IMPROVING STUDENTS' MOTIVATION IN SPEAKING SKILLS THROUGH
SONGS FOR THE SEVENTH GRADE OF SMPN 7 WONOGIRI IN THE
ACADEMIC YEAR OF 2012/2013**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education**



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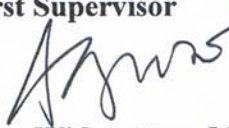
A Thesis

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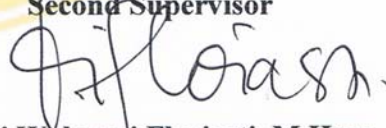
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A Thesis

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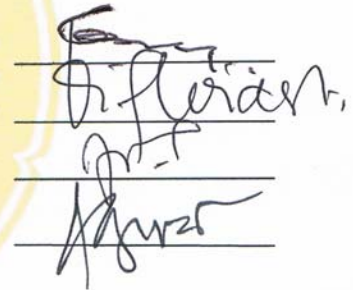
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FOR THE SEVENTH GRADE OF SMPN 7 WONOGIRI IN ACADEMIC YEAR OF
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MOTTOS

- **God has big plans for you.**
- **God always cares He's always thinking of you.**
- **Success is not always what you see.**
- **Life is like playing the piano. First you must learn to play by the rules, then you must forget the rules and play from your heart.**
- **Tuhan selalu punya cara untuk menolong aku dan kamu.**
- **Don't be totally worried about everything that's going around you.**
- **Tuhan adalah kekuatanku dan perisaiku; kepadaNya hatiku percaya.**
Aku tertolong sebab itu beria-ria hatiku, dan dengan nyanyianku aku bersyukur kepadaNya (Mazmur 28 : 7)

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ABSTRACT

The research was aimed to investigate how to improve students' motivation in speaking skills through songs of the class VII A SMPN 7 Wonogiri in the academic year of 2012/2013. The problem was that they were less motivated in the speaking skills.

This research was categorized as an action research. This research involved 32 students of class VII A of SMPN 7 Wonogiri in the academic year of 2012/2013 and English teacher as the research collaborator. The researcher used data instrument such as, interview, observation, and documentation. The technique to analyzed data in this research, the researcher used qualitative and quantitative data. The qualitative data were obtained by observing the speaking teaching learning process, interviewing the students of class VII A and the English teacher, holding discussion with the collaborator and taking pictures. The quantitative data were acquired through inter – rater. The researcher used 20 as highest score (X_h) and 5 as the lowest score (X_l) above, so the formulation of the ideal mean (X_I) and the ideal standard deviation (σ_I) and the result used to make conversion table to score students' speaking skills. The validity of the data was obtained by applying democratic, outcome, process, and dialogic validity.

The research findings showed that through songs as the teaching media combined with speaking activities in the English classroom was proven to be effective to improve the students' motivation in speaking skills. It could get students attention and increased their motivation. They also had opportunities to practice speaking. This could also be seen from the speaking scores on conversion table of which at the first meeting students who were in category of excellent was only 3 students in amount, they were able to increased their category into 32 students. It indicated that they made a considerable improvement in some aspects of speaking skill such as pronunciation, grammar, and vocabulary.

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CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English holds an important role in many aspects, in this case of the education in Indonesia. It is one of the beneficial subject for students. Referring to the decision of the education department of Indonesia, English is officially chosen as one of subjects that is considered important for passing an examination for graduation especially for junior and senior high school students. At this grade, the students study four common skills, in English, such as speaking, reading, listening, and writing.

Among those four skills, speaking is considered necessary to improve students' vocabulary and pronunciation in communicating with people. Speaking is a way to share ideas and stories, to react to what people say, and to give an argument and to interview. Besides, many professions require capability in English, such as an interviewer, public speaker, reporter, newscaster, travel guide, translator, and soon. People with these professions, need English to offer information and to help people who need their service.

Although most students' capability in English is not good in speaking, in this case, the students from SMPN 7 Wonogiri, interests the researcher because of the school location is quite far from the town and its students are not yet very good at school and are less motivated. Also students from this school are having common problem like many other students have, which is the difficulty

in mastering English, boredom in learning ,and the hardly possibility to understand this subject. The explanation the students get are also quite various since the teacher who is not really good at motivating them, the teacher also fierce, boring, and surely the students themselves have less interest in English. Another difficulty they are facing is that they can hardly collect English material to study because of its location which is quite far from the town, then how it is possible for them to master this subject well to the highest level. Students from this school somehow have interest in music, whether it is singing or simply listening to the music.

Furthermore, this issue will eventually lead to the more serious condition by the less motivation of the teachers, limited supporting media, technique, and monotonous teaching process. Students' desire to study will eventually keep decreasing if no action is taken.

Because of this, the researcher and the teachers from this school agree with each other to use the method of using songs to lessen the problem of the students in speaking skills. Knowing that the students from this school have good interest in music, but the lack of sufficient technology to support students in learning english are the main issues , so the method of use of songs is considered to bring positive change to students in English.

B. Identification of the Problem

There are many components, which determine the quality of the learning process. The quality of the quality in the learning process is determined by

teacher and student as the main components and determined by supporting components, such as teaching materials, teaching learning media, classroom management, and school environment.

a. Teacher

Teacher is the major in the teaching learning process. Teacher is a control master in the classroom. A teacher's personality and competency in the learning process affect the student's knowledge. Teacher also giving and build the students involvement and motivation in their mind and change the atmosphere in the classroom to be fun.

The problem related with teacher in English learning process are that many teachers do not have background knowledge about the students' characteristics. They look so serious and often employ monotonous way in teaching learning process. Teachers lecturing too much in giving materials and students bored in this condition. They can not improve their involvement to practice speaking in the classroom.

b. Student

Student, as the teachers partner in the classroom, are components in the English learning process. Students have some characteristics and it very determine their attitude in the learning process. Their personality is very influential to their interaction with teachers and friends in the classroom. The problem related to student in the learning process is the low student's involvement in the English learning process.

c. Teaching Materials

Teaching materials play an important role in the English learning process. The material should be appropriate with the learner's level and knowledge it is needed variation in order to improve the student's understanding and knowledge.

Most of teachers give the students based on the lesson book, in the other word, as the only source of materials and it is very limited. Lesson book itself do not provide the guarantee to acquire new knowledge of the students in the English learning process. Students will be bored if they only learning based on the lesson book.

d. Teaching Learning Media

Media are a bridge for supporting the material in the teaching learning process. Media existence can help student in understanding materials and comprehending the knowledge. Media are devices which can upgrade the students' motivation in the classroom participation. Most of teachers are unaware of the role media in the learning process.

e. Classroom Management

Classroom management is very important in the learning process. Teacher can turn the monotonous atmosphere in the classroom into fun. Sometimes, student feel bored in the classroom and sleepy, but if the teacher change the classroom condition, students will feel comfortable. Classroom management can affect the teacher for controlling the students and they will be interested to involve themselves in the learning activity.

f. School Environment

School environment affect the teaching learning process. The crowded environment and noisy very disturb student's concentration in the teaching learning process. They will lose the attention in the learning activity and they will be lost the attention in the learning activity and they will underestimate for involve in the teaching learning process.

Songs hopefully can be used as effective media in the english teaching learning process. songs can be used to get student's attention and interest for provide their motivation in their mind and it will be upgrade their participation in the classroom.

Songs can help the student to develop their creativity and build their motivation as a prime foundation in the speaking skill itself. It can be help student to involve in the learning activity, in other word, this activity adding their vocsbulary for making conversation to their friends, teachers, and others.

Teacher must have capability to find, create, design, and use technology media in the english learning process to improve the student's vocabulary and pronunciation, especially in the speaking skill. Based on the problem mentioned, the researcher will use songs to improve the student's speaking skill learning process for the student in SMPN 7 Wonogiri, especially in the seventh grade.

C. Delimination of Problem

This study focused on the use of songs to improve student's motivation in speaking skill through songs for student of SMPN 7 Wonogiri.

D. Formulation of the Problem

The research question is presented below in reference to the delimitation of the problem above:

How can the use of songs activities be used effectively to improve students' motivation in speaking skill in the learning process for student of SMPN 7 Wonogiri.

E. Objectives of the Study

The objective of this research is :

How to improve students' motivation in speaking skill through songs and for the student of SMPN 7 Wonogiri.

F. Significance of the Study

The significance of this research is :

1. To the English teacher, the findings are expected to give information about the effectiveness of the use of songs with a long term objective to improve student's motivation in speaking skill learning process.
2. To the other researchers, the research findings are expected to motivate them to conduct further research in order to increase the quality of English teaching learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter consists of two sections, literature review and conceptual framework. In the theoretical review, the researcher discusses some theories which are relevant to the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Description

1. Speaking Skill

a. Definition of Speaking

Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Based on the statement, the researcher can conclude that speaking is an activity between two people or more that they are listener and speaker having to act what they listen and make a contribution in high speed.

In another definition, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants, their experiences, the physical environment, and the purposes for speaking

itself. It is spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions that tend to occur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

b. Micro Skills of Speaking

Brown (2001: 271-272) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

1. Producing chunks of language of different lengths.
2. Orally producing differences among the English phonemes and allophonic variants.
3. Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Producing reduced forms of words and phrases.
5. Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Producing fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2. Teaching Speaking

a. Definition of Speaking Skill

Speaking is one of the four macro skills that teach in English classroom. In this school-based curriculum, speaking teach in daily language or in a context. Unlike in the previous curriculum, the teaching learning process for speaking skill is drilling and memorizing

dialogues. However, the goal of teaching speaking in this curriculum is to improve students' communicative skill in order to express their idea, feeling, and shared knowledge in daily life.

Nunan (2003) mentions that the teaching of speaking has some objectives to let the students to:

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

b. Activities to Promote Speaking

There are many activities to promote speaking. As Kayi (2006) infers from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

a. *Discussion*

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is

essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b. Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

e. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and

learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best

k. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l. Picture Describing

For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m. Find the Differences

For this activity, students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

3. Motivation

a. Definition of Motivation

Harmer (2007: 98) states that motivation is an internal drive which urges someone to do things in order to achieve something. Moreover, Schunk, Pintrich, and Meece (2010: 4-5) affirm that motivation is a process rather than a product. As a process, motivation is not observed directly but it is inferred from actions and verbalizations. The researcher can conclude motivation is the processes which stimulate someone's behavior and excite him to take action. It is the process in which goal-directed activities are sustained.

b. Motivation in the Teaching and Learning

Motivation is an important aspect in the teaching and learning process. Patel and Jain (2008: 41) suggest the importance of motivation. First, motivation makes the teaching and learning process effective. Second, motivation creates teaching atmosphere in the classroom. Third, motivation makes students active and creative. Fourth, motivation creates interest for students to study by themselves, so that the atmosphere of motivated situations could be created. Fifth, motivation makes students

identifying themselves. Motivated students can move their limitation by using their powers and ambitions. The last, motivation inspires students to prove their goals and objectives.

According to Brown (2001: 75), there are two kinds of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation is a drive which comes from within the individual himself, for example a student might be motivated by his own desire to be involved in the teaching and learning process or to be a better student. Extrinsic motivation, by contrast, is a drive which concerns with the outside or environmental factors, for example a student might be motivated by the need to get good marks or pass an examination, or by other factors such as rewards, punishments, social pressures, etc.

In conclusion, it can be inferred that motivation is the thoughts and feelings which make students want to do or attain something. When students are motivated, they do not think of failure. They will be actively participating in the teaching and learning activities. They will make great efforts to master the materials by sharing with friends, asking to the teacher or someone else who knows more, learning by themselves, reading books, etc. In other words, motivation is a major variable which affects all phases of learning and performance.

4. Music and Songs

a. Definition of Music

The perception of music and a definition coming from it vary from country to country, from nation to nation. From person to person, and from language to language. In some languages there is even no word that would be translated as music.

Wynton Marsalis (2003) said that “music is sound organized in time.” Michael Linton (2000) perceives music as “the organization of sound and silence into forms that carry culturally derived meaning, cultivated for aesthetic or utilitarian purposes.” Leibnitz (2001) considered “music as nothing but unconscious arithmetic.” According to Lucio (2003) music is “everything one listens to with the intention of listening to music.” The Encyclopedia Britannica offers a broader definition:

Music is an art concerned with combining vocal or instrumental sounds for beauty of form or emotional expression, usually according to cultural standards of rhythm, melody, and, in most Western music, harmony. Music most often implies sounds with distinct pitches that are arranged into melodies and organized into patterns of rhythm and metre. Music is an art that, in one guise or another, permeates every human society. It is used for such varied social purposes as ritual, worship, coordination of movement, communication, and entertainment.

b. Influence of Music

Music as one of the neuroleptic factors reduces the signs of nervousness of children and teenagers by 30%. Music is used therapeutically, in psychiatry pediatrics and child psychiatry. With the aid of music neuroses and function failure.

Murphey (2001) says that “music has the potential to change atmosphere”. but what is more important than this confirmation of this fact is that in this case he means the atmosphere in a classroom, and describes music as follows “ It seems to give energy where was none, and to spark off images when students complain of having nothing to write about. ‘Music is the stuff dreams grow on.’”

c. Suggestopaedia

Suggestopaedia , a teaching methodology developed by Dr. Lozanov (1998) in Bulgaria, claims to produce hypermnesia – excellent memory. Music may also engage the right hemisphere of their brains more, and make learning a more holistic experience. (T Murphey, p.37).

“In a suggestopaedia course, music plays a large part in creating a pleasant suggestive atmosphere, thereby facilitating the lessening or removal of anti-suggestive psychological barriers. Music helps to create a state of receptiveness induced by an apparent state of passiveness associated with a state of psychological relaxation and concentration of superior cerebral activity.”

Ludger Schiffler (2003) has developed the interhemispheric foreign language learning, using gestures and the mental visualization of the gestures during the relaxation period. In other word, music with help of a specific suggestopedic classroom equipped deliberately with particular objects that work on our peripheral perception, prepare the best conditions for receiving new information. Even though there are many factors, stimuli and conditios influencing suggetopedic learning, music plays one of the most relevant roles in its realization, which is fact that should not be missed out, but on contrary it should be stressed as “the systematic introduction of music into pedagogy has proven to be an innovation with numerous beneficial result.

d. Definition of Songs

According to Mol (2009), Songs are part of daily life for most people. Everyone enjoy music at home, while travelling or studying, or even at work. Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or recycle known language. From these statement, the researcher can conclude that songs have been of part human feelings and experiences as long as they can remember. It is also can be learning tool to improve vocabulary in speaking class for student junior high school. It is a way to express students’ feeling, opinion, judgement, and words in the learning process.

e. Nature of Songs

There is one very interesting and remarkable idea relating to songs. It is believed that a language is easier to express in songs than in speech. T. Murphey's utterance is also very similar: "it seems easier to sing language than to speak it" (p.6). T. Murphey (p.7) writes more precisely : "The singing of songs resembles what piaget (1923) described as egocentric language, in which children talk, with little concern for an addressee.

f. The Songs Development in the Classroom Activities

Saricoban and Metin (2000) find out that songs can develop the four skill areas of reading, writing, listening, and speaking. Eken (1996:46) states that songs can be used:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors a more direct way.
- To encourage extensive and intensive listening.
- To stimulate discussion of attitudes and feelings.
- To encourage creativity and use of imagination.
- To provide a relaxed classroom atmosphere.
- To bring variety and fun to learning.

It means, songs can develop mostly English skill for students' and they can get many benefits in the English learning process. The collaborator between teacher and researcher get the advantages which

they can prepare types of songs, which learners like songs, physical development, etc.

g. Songs as Practice Material

Songs can be used in a lot of various ways (see 3, 4, 4). All the skills such as reading, listening, writing, and speaking can be practised, the same way as linguistics areas starting with vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation.

Songs are also “especially good at introducing vocabulary because they provide a meaningful context for the vocabulary”. However, it depends on the choice of songs since there are also some songs without meaningful context. From the grammatical point of view, they “provide a natural context for the most common structures such as verb tenses and prepositions” (D.T. Griffie, pp, 5,6).

According to Murphey, songs will be convincing enough in English lesson, what can teachers do with a song in lesson :

- Listen
- Sings, whistle, tap, and snap fingers, while we listen
- Talk about the music
- Talk about the lyrics
- Talk about the singer/ group
- Use songs and music to set or change an atmosphere or mood, ‘as background finishing’.

- Use songs and music to make a social environment, form a feeling of community, dance, make friends.

h. Songs Focused on Words

“Words are combinations of sounds which form together to give meaning. A word is uttered in syllables, usually one emphasised syllable (the stress) and the rest weak (unstressed) “

There are several difficulties that may be encountered by a learner. Firstly, each english word has its own stress pattern, with very complex ‘rules’ to guide learners. Secondly, even when the some words exist in both language, the number of syllables is not always identical. And lastly, weak syllable are central to English.

Songs contain endless example of weak syllables, helping to convince learners of the way English is pronounced.

B. Conceptual Framework

As mentioned in the previous chapter, there are problems related to teacher, students, and teaching learning process aspect of improving students’ speaking skill for the seventh grade students’ of SMPN 7 Wonogiri. The problem can be solved using songs, especially the problems happened in the speaking ability in English classroom.

Songs helps the teacher use a new technique to teach speaking. This condition will make the student more interested with the English class. The

students will enjoy the new environment of the lesson which is using a group work or individual and new technique in the class.

In student aspect, songs will solve the problem in the English class. Song can improving students motivation in speaking class. Through songs, students will be braver to speak English in the class. Moreover, the students will work in a group or individually.

In the teaching and learning process aspect, songs will improve the interaction of the students and make the students more interested with the classroom activities. Every student more have conversation with other students. So, the interaction among the student with student and the student with the teacher will better than that of previous meeting. The motivation of the students will increase by the better interaction in the class.

Based on that explanation, it can be concluded that songs can improve the students' speaking skill for the seventh grade students in SMPN 7 Wonogiri. It is shown through the use of songs that the problem in every aspect can be solved.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research is an action research. It involves identifying the reasons for the action related to the researcher's data collection. The researcher not only observe and describe what is happening but also take action.

According to McNiff, et al. (2003), action research is related to individuals' learning. The personal aim of this research is the improvement of one's learning, while the social aim is an improvement of the situation. This study is also collaborative in nature. It means that the researcher will collaborate with the English teacher to conduct the research. This collaboration about all members can share their opinion, it is not only when the action conducted, but also planning and evaluation.

Action research consists of more than one cycle. These are transformed into the new ones, so overall they can be seen as a cycle of cycles. This research study will be implemented in two cycles. The explanation of these cycles can be presented as follows:

The first cycle in this study is intended to improve students' speaking ability or skill. In this cycle, the researcher will use group work activity. The implementation of action in this cycle will be done in two meetings.

In the second cycle, the researcher will use group work activity. The implementation of action in this cycle will be done in two meetings.

In this cycle, the students will also work in groups. In this cycle, the researcher will correct the mistakes and weakness from the previous cycle.

B. Setting

This research study done in SMPN 7 Wonogiri. The junior high school is located in Manjung, Wonogiri. This school has sixteen classrooms, one headmaster room, one teachers room, and some other facilities, like one mosque, one library, parking areas, one canteen, a laboratory, a warehouse, and a school yard in front of the teachers room.

C. Subject of the Research

This research study include one class in SMPN 7 Wonogiri. As described previously, the students' speaking ability can be assumed as low, indicated by their ability in generating ideas, mastering vocabulary, and expressing ideas in English.

Furthermore, this study will also involve the English teacher of SMPN 7 Wonogiri to give some opinion, about the implementation of the use of songs in the teaching-learning process. A collaborator will also be involved in this research study to do an observation during the process. The collaborator will also give opinion about the implementation through songs.

D. Instruments

During the implementation of the cycles, the researcher will obtain data using interview, observation, and documentation. The data from interview will be in the form of interview transcripts, while those from the observation will be in the form of field notes. The researcher will use an interview guideline to know the teacher's and collaborator's opinion toward the plan of the implementation and the students' responses and feeling after the implementation. The field notes will be used to record the students' responses, interaction, and motivation during the implementation.

To record the students' response, interaction, and motivation during the implementation, the researcher will apply video or photos for documentation.

E. Data Collection Technique

The data in this research study will be obtained from the instruments. All the data needed in this research are the speaking scores, opinions, obstacles, and expectation of the action implemented from the research members. The data will be collected through class observation were transformed into field notes , documentation, and in depth interview transformed into transcripts with the research members.

In reconnaissance steps, the researcher will try to pursue the process validity through the use of observation, interview. Class observation will be done by the researcher and collaborator. In depth interview will also be done with the English teacher to know the difficulties that happen in the teaching-learning

process of speaking. In the plan of action, the researcher will have an interview with the teacher to decide what kind of activity to be applied in order to solve the students' difficulties in speaking. This interview is also aimed at achieving the democratic and process validity of the research study.

In action and evaluation, observation and interview will be done to get the dialogic and outcome validity. Class observation will be done by the collaborator. After the implementation, there will be an interview with some students, the collaborator, and the English teacher about the implementation of songs.

Lastly, in the process of reflection, students will do a group or individual performance and the researcher will use documentation to record their activities. Content, construct, and outcome validity is expected to be achieved in this process. The documentation will be done by the collaboration between researcher and teacher.

F. Data Analysis Technique

Data which have been collected need to be analyzed to come to the final conclusion of the research. In analyzing the data, the researcher conducted some methods.

In analyzing the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of observation checklist forms, interview transcripts, field notes, and samples of students' task.

The researcher, then, sorted, sharpened, focused, and organized the data to get the final conclusion. Afterwards, the researcher organized the data in order to come to the conclusion drawing and action. Finally, she drew conclusion from the data display to know the progress of the implementation and verified it.

In addition, to analyze the quantitative data which were in the form of students' speaking performance task scores. In using the scores. The researcher use inter- rater. The researcher used by looking to the 20 as highest score (X_h) and 5 as the lowest score (X_l) above, the formulation of the ideal mean (X_i) and the ideal standard deviation (σ_i) can be seen below:

$$\begin{aligned} X_i &= \frac{X_h + X_l}{2} \\ &= \frac{20 + 5}{2} \\ &= 12.5 \end{aligned}$$

$$\begin{aligned} \sigma_i &= \frac{X_h - \bar{X}_i}{3} \\ &= \frac{20 - 12.5}{3} \\ &= 2.5 \end{aligned}$$

The result of the ideal standard deviation is used to make a conversion table to score students' speaking skills. There are six categorizations namely

excellent, very good, good, fair, poor, and very poor. The conversion table is shown below:

Table : The Conversion table

No.	Class Interval	Categorization
1.	17.5 – 19.9	Excellent
2.	15.0 – 17.4	Very good
3.	12.5 – 14.9	Good
4.	10.0 – 12.4	Fair
5.	7.5 – 9.9	Poor
6.	5.0 – 7.4	Very poor

G. Validity and Reliability

According by Burns (1999), there are five criteria to fulfill the validity of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. However, in this research study, there are only four of them which will be used. They are given below:

1. Democratic validity

It is related to the extent to which researcher is truly collaborative. This study tries to fulfill the criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved.

2. Outcome validity

It is related to the notion of action leading to outcomes that are “successful” within the research context. This research is expected to be able to solve more than one problems in teaching-learning process, for example ones which are related with speaking skills, motivation and involvement.

3. Process validity

It is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussion with the school principal in the scheduled time will initiate the process of this study.

4. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with “critical friend” or other participants. Asking the teacher to act as an observer who observe and report the students’ reaction during the teaching and learning process will fulfill this criterion.

On the other hand, the reliability of the research will be obtained by giving genuine data, such as the field notes, interview transcript and other records. To obtain the trustworthiness, Burns (1999) proposes 4 triangulation techniques, and three of them will be used in this research study. The techniques are explained as follows:

a. Time triangulation

The data are collected at one point in time or over period of time to get a sense of what are involved in the processes of the changes.

b. Investigation triangulation

More than one observer is involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation.

c. Theoretical triangulation

The data are analyzed from more than one perspective.

H. Procedure of Research

As mentioned previously, there are five steps in the procedure of this research, namely thematic concern-reconnaissance, plan of action, action, evaluation, and reflection. Each step is elaborated as follows:

1. Thematic Concern – Reconnaissance

In the beginning of this research study, the researcher will do the reconnaissance steps by doing an observation about the speaking teaching and learning process in SMPN 7 Wonogiri. This step aims at identifying crucial factors and problems. After the observation is done, he will give students questionnaires related to some difficulties they face in the learning process. Later on, the researcher will formulate the problems occurred in the speaking teaching and learning process based on the data of the observation and questionnaires. The problems will be selected by the researcher's

opinion, obstacles, and weakness. The urgency and importance of the problems are also considered to formulate them.

2. Plan of Action

Based on the problem selected from the reconnaissance, the researcher will make a plan of action to solve the problem about the lack of speaking ability for the students of SMPN 7 Wonogiri. This step aims at finding out strategic plan to solve problems. In this case, the researcher will use songs to overcome the problem mentioned. There will also be some aspects to indicate the success of the use of songs in improving the students' speaking skills

In this research study, there will be two cycles to be done to solve the problem mentioned previously. Each cycle consists of two meetings. The data needed are the notes of interview transcripts and field notes from the research members.

A lesson plan will also be used in two cycle. In the first cycle, the researcher will use Lesson Plan I which is intended to improve the students' skills in speaking. In this case, group work activities will be done to achieve that aim. Lesson Plan I will be applied in the second cycle. In this cycle, the students will do group work, but with the correction from the previous cycles which they have group activities.

a) Action

In this step, the researcher will implement the plans of action. As mentioned earlier, the action of this research study will be done in two cycles. Each cycle will be done in two meetings. During the cycles, data will also be obtained in the form of field notes, documentation, and interview.

b) Evaluation

After each cycle is done, there will be an evaluation about the use of songs in improving the students' speaking ability. Based on the indicators formulated previously, the result of the cycle will be defined. The data taken from the field notes, interview, and documentation will also be considered here. If there are still some difficulties in the teaching and learning process, the cycle will be modified to be applied in the next cycle.

c) Reflection

In this stage, the researcher along with the collaborator evaluated the implementation of the use of song in improving the VII A students' speaking skills. After the action is done or implemented, the researcher will try to do reflection in order to find the way to improve the use of the songs in gaining the students' speaking ability. This step actually describes the significances and revise or continue the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents a discussion on how songs are conducted to improve students' speaking skills for the VII A class of SMP N 7 Wonogiri.

A. Research Findings

1. Identification of the Field Problems

To identify problems in the field, the researcher did preliminary classroom observation. The researcher observed the teaching and learning process of VII A. the classroom observation were done on January 25th , 2013. The researcher presented a vignette which explains the process of English teaching and learning.

Students of VII A were very noisy in the classroom after the bell rang. They had not ready to study yet when Mrs Riyanti (English teacher) came to the class.

Mrs Riyanti greeted the students. Some student answered the greeting yet some other students were noisy. She asked the students to open the LKS and textbook. She asked the students to study descriptive text.

She asked some questions to the students dealing with the topic and features of the text. But of them lazy to answer the teacher's questions, they were busy with their activities.

Because they were very noisy and did not pay attention to the teacher explanation, she asked the students to do the task from the *LKS* and then write the answers on the whiteboard or reading and speaking in front of class. Most of them did not interested to do the task. They just talked to each other.

The bell rang, the teacher closed the lesson by giving homework and told the students to review the materials at home but they still were very noisy.

From the vignette, it can be implied that the process of English teaching and learning did not run well. Besides the students were noisy during the lesson,

they also had difficulties in mastering English. Some problems that were found, those problems presented in the table below.

Table 1: Field Problems in the English teaching-learning process in Class VII

A, SMP N 7 Wonogiri

No	Problems	Codes
1	The students are not ready to study in the teaching learning	S
2	When the teacher was explaining materials,most of them did not pay attention	S
3	Students have no motivation to study	S
4	Students had low vocabulary in the speaking skill	S
5	Students are lazy to answer teacher's question	S
6	Students had a difficulties in pronunciation	S
7	The materials and tasks are from LKS	M
8	Teacher technique in teaching very boredom	Met
9	The teacher did not use media and technology in teaching-learning activity	F
10	The teacher giving materials too much	T
11	The teacher did not apply games or something new in the teaching learning process	Tech

S: students T: teacher M: material Met: method F: facilities Tech: Technique

Table 1 showed list of the problems emerged in the English teaching-learning process. The researcher and the English teacher then discussed which field problems related to students' speaking skills which were feasible to be solved and they interests in the teaching learning process.

The researcher also The researcher and the English teacher also discussed which field problems related to the students' speaking skill which were feasible to be solved. The problems are follow :

1. Students are not ready study
2. Students did not pay attention in the teacher explanation
3. Students have no motivation to study

4. Students had low vocabulary in the speaking skill
5. Students are lazy to answer the teacher's question
6. Students had difficulties in the pronunciation
7. The materials and tasks are from LKS
8. Teacher technique in the teaching very boredom
9. The teacher do not use media and technology in teaching learning activity
10. Teacher giving materials too much
11. The teacher did not apply games or something new in the teaching learning process

After determining the problems emerged in the field, the researcher and the English teacher then discussed which field problems related to students' speaking skills which were feasible to be solved. Those problems are elaborated as follows:

Table 2: Field problems which were feasible to be solved

Problems		Indicators	Sources
Media	Teaching learning process lacked the use of learning media.	The teaching and learning process was not attractive because it lacked the use of learning media as the teaching aids helping to improve students' motivation in English class.	Observation
Vocabulary	Students had difficulties to use the appropriate vocabulary in the speaking skill.	Students speak in Indonesian or in inappropriate English vocabulary. Example : a. I want walking-walking with my friend today. b. They are run – run in the school yard.	Observation

Content	Students had difficulties in generating ideas in the speaking process.	Students cannot develop ideas well. It could be seen from their speaks that they were stuck in developing the sentences.	Observation
Technique	The teacher did not apply games or something new in the teaching learning process.	The activities of speaking very bored and students were very noisy and did not pay attention to the teacher's explanation.	Observation

Those problems categorized as speaking skills problems, the students needed activities which can improve their ability. They needed interesting and useful media activities to solve this problems. The researcher and the English teacher decided through songs to be the media to solve those problems. For this research, the researcher worked collaboratively with the English teacher as the collaborator to determine the problems and find the solution.

2. Implementation of Action Research

A. Report of Cycle 1

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and the English teacher tried to overcome the speaking problem focused on motivation and ideas generation in students' speaking skills by applying songs.

1) Planning

The researcher and the English teacher planned to improve students' speaking skills related to materials, teaching process, and media. Procedure text into the materials to be used during the research because of the English teacher asking the reseacher to accomplish it. Teaching process were divided into two

meetings and songs became a media of learning. There are some planning at every meeting.

a.) First Meeting

In the first meeting, the researcher and the English teacher would:

- i) give an example about procedure text (cooking instruction of instant noodle) and ask to the students to carry packs of instant noodle for the next meeting.
- ii) teach imperatives sentences and simple present,
- iii) apply games by using songs to divide students' into several groups in order to learn procedure text,

b.) Second Meeting

In second meeting, the researcher and the English teacher would:

- i) Apply songs to attract students, before they learn procedure text,
- ii) teach a procedure text about cooking instruction of instant noodle by using pictures,
- iii) apply a group work to arrange a random sentence into a good paragraph,
- iv) give a procedure performance task in pairs and they speaks in front of class.

2) Action and Observation

a.) Report of Cycle 1

The teaching and learning process in Cycle 1 was carried out twice i.e. on February 6th and 9th, 2013. The schedule of Cycle 1 can be seen in the table below:

Table 3: The schedule of Cycle 1

Meeting	Date	Time	Material
1	February 6 th , 2013	2x40 minutes	Explain about imperatives, present tense, and introducing procedure text
2	February 9 th , 2013	2x40 minutes	Procedure text – How to make instant noodle

The teaching and learning process in Cycle 1 which was conducted in two meetings is elaborated as follows:

a) First Meeting

The first meeting was held on February 6th, 2013. It was done in the class of VII A started from 07.15 until 08.40 a.m. The researcher acted as a teacher, while the English teacher became an observer.

The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance one by one and introduced herself. After that, she explain about imperatives sentences firstly and asked students' some questions. The students were enthusiastic and answered the researcher's questions. They pay attention in the teaching learning process and try to answering the researcher's question. It can be seen from the following vignette and field note

After the bell rang, the class was begun at 07.15. the students of VII A were very noisy when the researcher and the English teacher came to the class. English was the first subject and there is no book on their table.

The researcher greeted the students and most of them answered the greeting. Then, the researcher introduce herself in front of class and checked students' attendance, students' were very noisy and asked to the researcher to answer their question about her phone number,email,activities,etc. After that, she asked them to open their note books and wrote some imperatives sentences in the whiteboard. She asked the students to study about imperatives sentences and gave one question to the students to answered. Some students tried to answer the researcher's question. Most of them pay attention to the researcher explanation while some students were very noisy. Then, the reseacher gave a procedure text to the students How to Make Instant Noodle.

The researcher applied a song and asked the students to singing together.In this activity the researcher divided students into some groups applied games through songs and gave one task. They were very noisy in this activity.

At 08.40 the researcher ended the class and asked the student to carry packs of instant noodle for the next meeting and asked to students to study the next lesson .

R: Researcher Ss: Students

Ss tampak antusias dan bercelot, "ooo,itu to kalimat imperatives." Kemudian R bertanya kepada Ss, "Can you give me one example?" Ss menjawab, "open the door,close the door?." ada juga yang menjawab, "stand up!" kemudian R beralih ke present tense and introducing procedure text yang lain yang juga diikuti jawaban dari Ss.

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(Ss were enthusiastic and said, "ooo,there is imperatives sentence." And then R asked them, "Can you give me one example?" Ss answered, "open the door,close the door." The other said, "stand up!" Then, R moved on the present tense and introducing procedure text and followed by Ss' answers.)

(Field Note February 6th, 2013)

Afterwards, the researcher presented an example of procedure text entitled “How to make Instant Noodle” and then distributed handouts which was used to help students in understanding the lesson. Then, she asked the students to study the text. After that, they discussed the text including the topic, title introducing the aim of procedure, list of material needed, and a sequence of steps, and sentence like command the procedure used in the text. She explained the rules of simple present tense, adjectives including physical appearances and personalities. The students paid attention to the researcher’s explanation.

Subsequently, the researcher applied games through songs and divided students into some groups. They were asked to explain parts of the procedure text and write them on one piece of paper. In completing this task, they were asked to interview their partner to gather the information needed. They were enthusiastic to interview one another. Sometimes, they asked the researcher about vocabulary or rules of the tense. The researcher gave assistance to them and guided them to find what they asked. After that, they were asked to submit the works.

Afterwards, the researcher asked about students’ difficulties. Because they did not have any difficulties, the researcher reviewed the lesson which had been studied. Then, she asked the students to find and carry packs of instant noodle for the next meeting . After that, she asked the students to study the next lesson and closed the lesson.

b) Second Meeting

The second meeting was done on February 9th, 2013. It was done in the VII A room started from 08.40 until 09.50 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting. Then, she checked students' attendance. After that, she applied a song to attract the students' and pay attention in the teaching learning process. The students were enthusiastic and answered the researcher's questions. It can be seen in the following vignette and field note:

At 08.40 a.m the class was begun. The students were quite when the researcher came to the class. The researcher opened the lesson by greeting. Then, she checked students' attendance.

The researcher applied a song to attract students before they learn procedure text. They were enthusiastic and tried to pay attention in the teaching learning process. Then, the researcher asked the students to study about procedure text 'How to Make Instant Noodle'. The researcher asked question and most of them tried to answer the researcher's question.

The researcher divided students into ten groups in pairs to arrange random sentence to be a good paragraph and they tried to practice and explain their work to the other friends in front of class.

At 09.50 a.m the researcher ended the class and asked the students to study enough for the next lesson.

R: Researcher

Ss: Students

Ss tampak antusias dan berceloteh, "ini mie" R bertanya, "What is it?" Ss menjawab, "bungkus mie!" R kembali bertanya, "It is a procedure text?" Ss menjawab, "Yes!" R melanjutkan, "Can you explain about procedure text?" Ss menjawab, "Of course.", "I can!", "yeah."

(Ss were enthusiastic and said, "It is noodle." R asked, "What is it?" Ss answered, "noodle pack!" R asked them again, "It is a procedure text?" Ss answered, "Yes!" R continued, "Can you explain about procedure text?" Ss answered, "Of course.", "I can!", "yeah."

(Field Note, February 9th,

The researcher presented an example of procedure text by using pictures entitled “How to make Instant Noodle” and then distributed handouts which was used to help students in understanding the lesson. Then, she asked the students to study the text. After that, they discussed the text including the topic, title introducing the aim of procedure, list of material needed, and a sequence of steps, and sentence like command the procedure used in the text. She explained the rules of simple present tense, adjectives including physical appearances and personalities. The students paid attention to the researcher’s explanation.

the researcher divided students into ten groups in pairs and asked the students to work in groups and distributed the worksheet which consisted of one task. They were asked to arrange random sentence to be a good paragraph and write them on one piece of paper. In completing this task, they were asked to interview their partner to gather the information needed. They were enthusiastic to interview one another. Sometimes, they asked the researcher about vocabulary or rules of the tense. The researcher gave assistance to them and guided them to find what they asked. After that, they were tried to practice and explain their work to the other friends in front of class.

Afterwards, the researcher asked about students’ difficulties. Because they did not have any difficulties, the researcher reviewed the lesson which had been studied. After that, she asked the students to study the next lesson and closed the lesson.

3) Reflection

The reflection which is needed to evaluate the actions implemented in Cycle 1 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of interview transcripts. The researcher elaborates the improvements and weaknesses of Cycle 1.

The first improvement laid on students' motivation in speaking. By applying songs, the students were enthusiastic in learning the materials and doing the some tasks. It can be proven from these following data according to interview transcripts:

a.) Interview with Students'

R : *"O gitu. Terus kalo belajarnya pakai lagu dan aktivitas kayak tadi suka nggak?"*

(*"I see. Did you like having an English lesson using song and activity like what we have done?"*)

Ss : *"Suka banget, Mbak."*

(*"We liked it, Miss."*)

R : *"Kenapa?"*

(*"Why?"*)

Ss : *"Suka aja. Bagus banget." (S4)*

(*"I just liked it. very good."*)

"Menarik." (S14) (S12)

(*"It was interesting."*)

"Nggak bikin bosan." (S17)

(*"It was not boring."*)

R: Researcher Ss: Students

(Interview , February 6th , 2013)

R : *"Oke deh. Terus kalo pelajarannya pakai lagu dan nyanyi kayak dua pertemuan ini suka nggak?"*

(*"OK. Then, did you like having an English lesson using songs and singing like what we have done in these two meetings?"*)

- Ss : *“Ya, kalo itu suka. Dulu nggak pernah pakai kayak gitu mbak.”*
 (“Yes, we liked it. We never use songs and singing before.”)
- R : *“Maksudnya?”*
 (What did you mean?)
- Ss : *“Mm... Jadi dong sama materinya.”* (S31)
 (Mm... I understood the materials.)
- R : *“Oke. Kalo yang lain?”*
 (OK. What about the others?)
- Ss : *“Jadi tertarik sama materinya.”* (S21)
 (“It interested me to the materials.”)
“Iya, menarik.” (S1) (S17)
 (“Yes, it is interesting.”)

R: Researcher Ss: Students (Interview, February 6th, 2013)

b.) Interview with English Teacher

- R : *“Jadi bagaimana pendapat ibu tentang penerapan actionnnya?”*
 (“So, what is your opinion about the implementation of the actions?”)
- ET : *“Sejauh yang saya amati, mereka tertarik dan termotivasi untuk berbicara..”*
 (“As far as I observe, they were interested and motivated to speaks.”)

R: Researcher ET: English Teacher (Interview, February 6th, 2013)

However, there were still some weaknesses related to researcher's explanation and voice, and the students' mastery of grammatical features. The weakness dealing with the researcher's explanation which was rather fast can be seen in the following interview transcripts:

a.) Interview with Students'

- R : *“Ya. Gimana penjelasan procedure textnya? Sudah jelas belum?”*
 (“Yes. How about the explanation of the procedure text? Was it clear?”)
- Ss : *“Ya, sudah mbak.”* (S4)
 (“Yes, it was clear miss.”)
“Sedikit belum.” (S24)
 (“It was not clear enough.”)

R : *“Tadi kan udah dijelaskan, yang kurang jelas yang mana?”*
 (“It was explained, which one which is not clear yet?”)

Ss : *“Mm... agak kecepeten aja njelasinnya, Mbak.”* (S24)
 (“Mm... the explanation was rather fast, Miss.”)

R: Researcher Ss: Students (Interview, February 6th, 2013)

b.) Interview with English Teacher

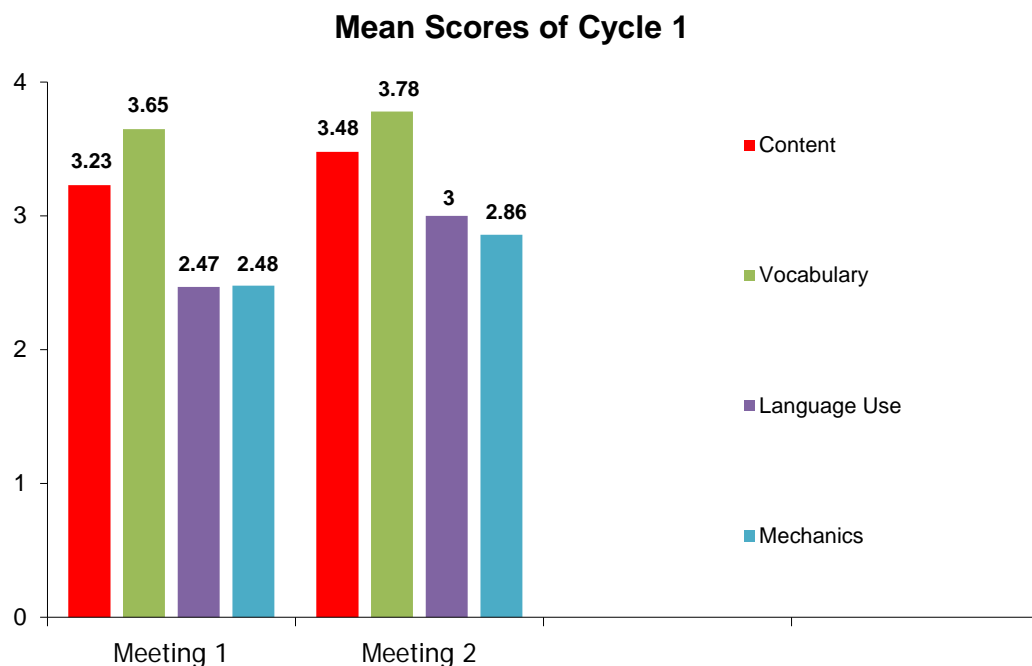
R : *“Bagaimana, Bu?”*
 (“How was it, Mom?”)

ET : *“Mm... ini lumayan, cukup bagus. Tapi ya gini ini mbak, ini grammarnya masih agak kacau. Padahal yo udah diterangkan, mereka seneng juga sampai berebut mau maju. masukan dari saya, suaranya agak kurang keras, mbak. Jadi besok bisa agak dikeraskan gitu ya.”*
 (“Mm... it was sufficient, it was good enough. However, like what you see, the grammar was still confused. Whereas they have been explained, they paid attention to it, yet they often forget it when having practice. Therefore, in the next meeting, it can be increased.”)

R: Researcher ET: English Teacher (Interview, February 6th, 2013)

The improvement of Cycle 1 also laid on students' speaking skills. By applying songs to improve their attention and group work, the students were assisted in their ideas generation itself and motivate them to pay attention in the researcher's explanation.

However, there were still some weaknesses related to researcher's explanation and voice, the students' mastery of vocabulary, the students' mastery of grammatical features, and the English teacher characteristic.



In cycle 1, the average between meeting 1 and 2 was 3.35 for the content, 3.71 for the vocabulary, 2.73 for the language use, and 2.67 for the mechanics. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' speaking skills in term of ideas generation. However, there were still some problems occurred dealing with the teaching-learning process and the students' grammatical features mastery. Consequently, the researcher and the collaborator continued the cycle.

In conclusion, there were some improvements dealing with students' motivation and students' speaking skills. However, there were still some problems emerged. Thus, the researcher and the English teacher decided to continue the cycle to solve the problems occurred and improve students' speaking skills.

From the elaboration above, it can be inferred that the results of Cycle 1 are said to be valid because it is appropriate with the concept of process, dialogic,

and outcome validity. It means that there are some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes, interview transcripts, and samples of students' works. Moreover, it also can be said that the results are said to be reliable because there were more than one observer in gathering the data. It is in line with the concept of researcher triangulation.

B. Report of Cycle 2

The teaching and learning process in Cycle 2 was conducted in two meetings. In this cycle, the researcher and the English teacher tried to overcome the speaking problem focused on improving students' motivation in speaking skills class by applying songs.

1) Planning

The researcher and the English teacher planned to improve students' speaking skills related to materials, teaching process, and media. Procedure text into the materials to be used during the research because of the English teacher asking the researcher to accomplish it. Teaching process were divided into two meetings and songs became a media of learning. There is some planning at every meeting.

a) Third Meeting

In third meeting, the researcher and the English teacher would:

- i) teach a procedure text about how to make oriental fried rice,
- ii) apply a games through songs to divided students into groups

- iii) apply a group work ,
- iv) give a procedure text performance task from which the students were asked how to make oriental fried rice in front of class.

b) Fourth Meeting

In fourth meeting, the researcher and the English teacher would:

- i) Apply a games through songs to divided students into groups,
- ii) teach a procedure text by using a picture of nutrijell,
- iii) apply a group in pairs and practice to speaks in front of class,

2.) Action and Observation

The teaching and learning process in Cycle 2 was carried out twice i.e. on February 11st and February 14th, 2013. The schedule of Cycle 2 can be seen in the following table:

Table 4: The schedule of Cycle 2

Meeting	Date	Time	Material
3	February 11 st , 2013	2x40 minutes	Procedure Text – How to Make Oriental Fried Rice
4	February 14 th , 2013	2x40 minutes	Procedure text – How to Make Nutrijell

The teaching and learning process in Cycle 2 which was conducted in two meetings is elaborated as follows:

a.) Third Meeting

The third meeting was carried out on February 11st, 2013. It was done in the class of VII A started from 07.15 until 08.40 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting and leading a prayer. Then, she checked students' attendance. After that, she showed a procedure text entitled : "How to Make Oriental Fried Rice" and asked some questions. There was a good interaction between the researcher and the students which can be seen in the following a vignette and field note:

The researcher opened the lesson by greeting and leading a prayer at 07.15 a.m. Then, she checked students' attendance. Then, the researcher showed a procedure text entitled 'How to Make Oriental Fried Rice' and asked some questions to the students. Some of students tried to answer but some of them were noisy in the class.

The researcher applied a song 'Ten Little Indian Boys'. They interested and pay attention to the researcher. Then, they interested in the teaching learning activity. After that, she applied a games through songs to divided students into four groups and gave them one task.

The researcher asked each of group change their assignments to the other groups and tried to explain "How to Make Oriental Fried Rice" to the other groups.

At 08.50, the bell rang, the researcher asked the students to understand the importance of English for their future. Then, the researcher ended the class.

R: Researcher Ss: Students

R kemudian menampilkan sebuah teks berbentuk prosedur. Ss tampak antusias. R bertanya, "What is it?" Ss menjawab, "A procedure text "How to Make Oriental Fried Rice."!"

(Then, R presented a procedure text. Ss looked so enthusiastic. R asked, "What is it?" Ss answered, "It is a procedure text "How to Make Oriental Fried Rice."")

(Field Note, February 11st, 2013)

The researcher presented list of material needed, and a sequence of steps, and sentence like command the procedure used in the text. She explained the rules of

simple present tense, adjectives including physical appearances and personalities. The students paid attention to the researcher's explanation.

The researcher divided students into four groups by using games through song and asked the students to work in groups and distributed the worksheet which consisted of one task. They were asked to explain "How to Make Oriental Fried Rice". In completing this task, they were asked to interview their partner to gather the information needed. They were enthusiastic to interview one another. Sometimes, they asked the researcher about vocabulary or rules of the tense. The researcher gave assistance to them and guided them to find what they asked. After that, they were tried to practice and explain their work to the other friends in front of class.

Afterwards, the researcher asked about students' difficulties. Because they did not have any difficulties, the researcher reviewed the lesson which had been studied. After that, she asked the students to study the next lesson and closed the lesson.

b.) Fourth Meeting

The fourth meeting was done on February 14th, 2013. It was done in the class of VII A started from 08.40 until 09.50 a.m. The researcher acted as a teacher and the English teacher became an observer.

The researcher opened the lesson by greeting. Then, she checked students' attendance. After that, she applied a song to explain the procedure text materials. After that, she showed a picture of nutrijell and asked some questions. There was

a good interaction between the researcher and the students which can be seen in the following a vignette and field note:

At 08.40 a.m, the students were quite when the researcher came to the class. The researcher opened the lesson by greeting. Then, she checked students' attendance.

The researcher applied a song to explain the procedure text material. After that she showed the picture of nutrijell to the students. They were enthusiastic and pay attention to the researcher's explanation. Then, the researcher divided the students into ten groups in pairs. The researcher asked question and most of them tried to answer the researcher's question.

The researcher asked to the students in pairs to speaks "How to Make Nutrijell" in front of class and they tried to practice and explain their works to the other friends in front of class.

At 09.50 a.m the researcher asked to the students to study how to make a cup of tea according to their LKS materials. The researcher also gave them some keywords in order that they will be understand. The reseracher ended the class and asked the students to study enough for the next lesson.

R: Researcher Ss: Students

R kemudian menampilkan sebuah gambar nutrijell. Ss tampak antusias. R bertanya, "What is it?" Ss menjawab, "gambar nutrijell, miss". "Wah,menarik"

(Then, R presented a picture of nutijell. Ss looked so enthusiastic. R asked, "What is it?" Ss answered, "It is a procedure picture of nutrijell,miss". "Wah, very interesting".

(Field Note, February 14th, 2013)

. After that, they discussed the text including the topic, tittle introducing the aim of procedure, list of material needed, and a sequence of steps, and sentence like command the procedure used in the text. She explained the rules of

simple present tense, adjectives including physical appearances and personalities. The students paid attention to the researcher's explanation.

The researcher divided students into ten groups in pairs and asked the students to work in groups and asked them to answer the researcher's question. They were asked to speak "How to Make Nutrijell". In completing this task, they were asked to interview their partner to gather the information needed. They were enthusiastic to interview one another. Sometimes, they asked the researcher about vocabulary or rules of the tense. The researcher gave assistance to them and guided them to find what they asked. After that, they were tried to practice and explain their work to the other friends in front of class.

Afterwards, the researcher asked about students' difficulties. Because they did not have any difficulties, the researcher reviewed the lesson which had been studied. After that, The researcher also gave them some keywords so that they got them. The researcher ended the class and asked the students to study enough for the next lesson

3.) Reflection

The reflection had been done to assess the actions implemented in Cycle 2 was based on the observations during the teaching and learning process. Based on the results of observations which were done through writing in the form of interview transcripts. The researcher elaborates the improvements and weaknesses of Cycle 2.

As indicated in Cycle 1, the application of songs could arouse students' motivation in learning materials being taught. It could lead the students to focus

and pay attention to the materials delivered. It can be proven from these following data:

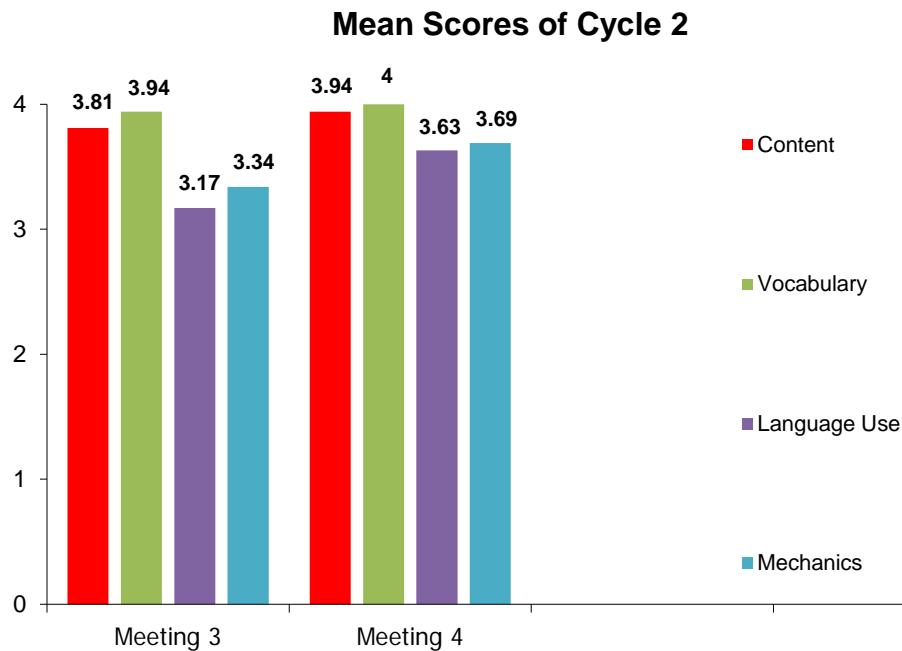
- R : “*tadi belajar tetap pakai lagu, suka nggak?*”
 (“Today we learned using a song, did you like it?”)
 Ss : “*Suka dong.*”
 (“Yes, off course.”)
 R : “*Kenapa?*”
 (“Why?”)
 Ss : “*Ya jadi lebih menarik gitu deh*”
 (“Yes, I became more interesting.”)
 “*Bikin seneng belajarnya.*”
 (“It made me enjoy the learning.”)

R: Researcher Ss: Students (Interview, February 14th, 2013)

However, there was still a weakness related to students’ language use. It is showed in the following interview transcript:

- R : “*Oke.Kalo ngomong ada kesulitan nggak?*”
 (“OK. Did you find difficulties in speaking?”)
 Ss: “*Ya,di penggunaan bahasa Miss.*” (S11)
 (“Yes, in language use Miss.”)
 “*Lumayan lah kita udah lancar merangkai kata.*” (S22)
 (“It was sufficient. We could combine the words well.”)
 “*Masih agak bingung.*” (S16)
 (“I was still a little confused.”)

R: Researcher Ss: Students (Interview, February 14th, 2013)



In Cycle 2, the average between meeting 3 and 4 was 3.87 for the content, 3.97 for the vocabulary, 3.40 for the language use, and 3.47 for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' speaking skills in term of ideas generation and grammatical features mastery. . It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation and students' speaking skills. The researcher and the collaborator decided to stop the cycle.

From the elaboration above, it can be inferred that the results of Cycle 2 are said to be valid since it is in line with the concept of process, dialogic, and outcome validity. It means that there are some improvements after implementation of actions which were supported by some data sources, such as field notes, and interview transcripts. It also can be said that the results are said to be reliable because there were more than one observer in gathering the data. It is in line with the concept of researcher triangulation. By looking at the results showed in this

cycle which had shown good improvements in students' speaking skills, the researcher and the collaborator decided to stop the cycle.

The quantitative data were acquired from the gain scores of the four speaking aspects. However, to ease the interpretation, the researcher presents a conversion table consisting six categorizations namely “very poor”, “poor”, “fair”, “good”, “very good”, and “excellent”. The table is presented as follow:

Table: Conversion table of students' speaking scores

No.	Class Interval	Categorization	Frequency			
			Cycle 1		Cycle 2	
			1	2	3	4
1.	17.5 – 19.9	Excellent	4	12	27	32
2.	15.0 – 17.4	Very good	17	20	5	0
3.	12.5 – 14.9	Good	10	0	0	0
4.	10.0 – 12.4	Fair	1	0	0	0
5.	7.5 – 9.9	Poor	0	0	0	0
6.	5.0 – 7.4	Very poor	0	0	0	0

Based on the table above, it can be interpreted that in first meeting, there were still some students who were in the “fair” and “good” categorizations, while in second meeting, none of them were in those categorizations. In third meeting, there were 5 students who were in the “very good” categorization, yet in fourth meeting, none of them were in that categorization and finally, all of the students were in the “excellent” categorization.

B. Research Discussion

As the final reflection, the researcher and the English teacher as the collaborator discussed the result of this research. They drew a conclusion that songs can be the effective tools to help students in speaking teaching learning process. In other words, songs can improve students' speaking skills. Therefore, after the result of the last cycle had shown a good improvement in students' speaking skills, the researcher and the collaborator decided to stop the cycle. It can be seen from:

According to the researcher, music makes people think positively and balance human's left and right brain. According to Elfa Sechoria (2001), music fills life with harmony and positivity, and become an effective medium to expand one's taste and ratio. Based on it, the researcher took music as the medium for this research because music gave positive motivation for students at school to learn language and made learning and teaching process become more fun. This was shown by the result of the research of which students became more motivated in learning and teaching activities that used songs (as part of music) as a fun learning medium for students in language class, especially English class.

According to the researcher, music could grow spirit and motivation in one's life, also raised students' motivation to participate in learning and teaching process. According to Ludwig Van Beethoven (1997), music is the electrical soil in which the spirit lives, thinks, and invents. Music can be an effective teaching tool in terms of English language. Based on it, the researcher used music as a

medium to increase students' motivation in learning English. This was shown in the result of which students got motivated to participate in English teaching and learning process. They also seemed enthusiastic and active in the activities given by the researcher during this research process was on going.

According to the researcher, music could give psychological effect to people. In other words, music could give effect on one's habit and way of thinking. According to M. Farouk Radwan, M.Sc (2010)., the psychological effect of songs, whatever you see, hear or imagine affects your beliefs and in turn your life, someone who always listens to motivating songs will tend to become self-motivated. Based on it, the researcher used motivating songs to make students get motivated in learning English. In other words, the use of these motivating songs gave contribution to the role of students in learning and teaching process itself. This could be shown at the students' effort to become better on every next meetings during research process, they are motivated.

Based on the description of opinions above, there could be a conclusion that music had distinction that it could become an interesting medium for students to get more motivated in learning and teaching process, especially in learning English. This could be shown at the result of the research of which students looked very enthusiastic by the music medium that provided songs that encourage them to learn English more diligently. It was also shown by the participation of the students to become better on each of next meetings with the researcher during the research process is on going. Students became braver to give opinion in learning and teaching process, they started to feel more confident to include

themselves in speaking class. As a conclusion, in this research, the researcher already succeeded to improve students' motivation in the speaking skill through songs.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consists of two sections namely conclusions and suggestions. The discussion of each part is presented below.

A. Conclusions

The research is about improving students' motivation in the speaking skills through songs. In reference to the discussion in the previous chapter, It could be concluded that the use of songs was believed to be effective to improve students' motivation in speaking skills. It could be seen by the result of the research of which students of class VII A had improvement in English class, especially in their speaking skill.

This was seen by the students who were enthusiastic in participating the activities in teaching learning process. Students became excited to participate in class during the research was on going. It was seen by their persistent effort to do the assignment and activities given by the researcher and finishing them well.

This was also seen by the result of quantitative data of which students having significant improvement starting from first meeting to the fourth. As we could see, in cycle 1, the average between meeting 1 and 2 was 3.35 for the content, 3.71 for the vocabulary, 2.73 for the language use, and 2.67 for the mechanics. It can be implied that the actions implemented in Cycle 1 were successful to improve students' motivation and students' speaking skills. And

there was an improvement in cycle 2, the average between meeting 3 and 4 was 3.87 for the content, 3.97 for the vocabulary, 3.40 for the language use, and 3.47 for the mechanics. It can be implied that the actions implemented in Cycle 2 were successful to improve students' motivation in the speaking skills.

This could also be seen from the speaking scores on conversion table of which at the first meeting, students who were in category of excellent was only 3 students in amount. Then there was improvement at the second meeting becoming 12 students, at the third meeting becoming 27 students, and at the fourth meeting becoming 32 students (the whole amount of students in class). It could be concluded that this research was successful.

B. Implications

Based on the discussion of the research, it can be implied that songs can be applied in the speaking teaching learning process. The implications of the actions were:

1. The application of songs could improve students' motivation in class activities. It is because the use of songs in the materials presentation of procedure text and speaking practice could increase students' enthusiasm. It implies that the English teacher needs to use songs in order to improve students' motivation in speaking.
2. The application of songs could improve students' speaking class in terms of ideas generation, grammatical features mastery, and speaking organization which influence the five aspects of speaking namely content, organization,

vocabulary, language use, and mechanics. It is because the application of songs could help students to illustrate main points of ideas and manage them to plan the creative in the class activities. In conclusion, songs could help students to generate ideas, encourage creativity, and organize the ideas. It implies that the English teacher needs to use songs in order to improve students' motivation in speaking class.

C. Suggestions

Having conducted this research, the researcher proposes some suggestions for the English teachers, students, and other researchers. The suggestions are presented as follows:

1. For English teachers

It is essential for the English teachers especially the English teachers of SMP N 7 Wonogiri to improve students' speaking skills. The teacher needs to enhance their ability in teaching and establishing the enjoyable atmosphere in the class, so that the students become motivated and assisted in speaking. It is very useful for them to use songs in teaching speaking.

2. For students

The students should be more active to practice English, especially in the speaking teaching learning. Songs is one of the alternative ways to practice speaking. It is because songs can help students in generating ideas and organize them into good speaker in speaking class itself.

3. For other researchers

The results of this research are expected to encourage other researchers to conduct further study dealing with speaking skills or songs for other skills.

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APPENDIX 1

COURSE GRID

Appendix 1

Course Grid

Name of the School : SMPN 7 Wonogiri
Subject : English
Class / Semester : VII / II
Theme / Topic : Procedure Text
Skill : Speaking
Standard Competency : Communicating in English at Novice Level.

Aims	Indicators	Materials	Activities	instruments	Time Allocation	Sources
1.1 After learning, understanding and practice this unit, student are able to make a simple procedure text	<ul style="list-style-type: none">- Student are able to identify procedure text.- Student are able to arrange procedure text.	<p>1. Procedure Text :</p> <ul style="list-style-type: none">- Procedure definition.- Function of procedure text. <p>2. Words and Expression :</p> <ul style="list-style-type: none">- Imperatives- Simple Present	<ul style="list-style-type: none">- Student read a procedure text and explain to the other friends in front of class.- Student arrange procedure text.- Student writes a procedure text based on teacher	<ul style="list-style-type: none">- Give instruction to students orally based on pictures.- Say something to the other friends in the classroom activities.	6 x 40 minutes	<ul style="list-style-type: none">- English in Focus.- Real Time.- Instant Noodle packs.- Nutrijell packs.- Song Script.

	- Student are able to explain sequences of procedure text	3. Instruction How to make / using something.	instruction and reads in front of class.	- Say something to the other friends in front of class.		
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APPENDIX 2

LEMBAR OBSERVASI PEMBELAJARAN

Appendix 2

LEMBAR OBSERVASI PEMBELAJARAN

Mata Pelajaran/Topik:	/
Kelas/Sekolah:	/
Nama Pengajar:	

TAHAP/ ASPEK	INDIKATOR	HASIL OBSERVASI
KEGIATAN AWAL Apersepsi dan motivasi	<p>1. Apa yang dilakukan guru peserta untuk menggali pengetahuan awal atau memotivasi siswa?</p> <p>2. Bagaimana respons siswa? Apakah siswa bertanya tentang sesuatu masalah terkait dengan apa yang disajikan guru peserta pada kegiatan awal?</p>	
KEGIATAN INTI Materi ajar:	<p>3. Apakah guru peserta memberikan penjelasan umum tentang materi ajar atau prosedur kegiatan yang harus dilakukan oleh siswa?</p> <p>4. Bagaimana keterkaitan antara pembelajaran dengan realita kehidupan, lingkungan dan pengetahuan lainnya?</p>	
Pengelolaan sumber belajar/media	<p>5. Apakah guru peserta terampil dalam memanfaatkan dan mampu memanipulasi media pembelajaran?</p> <p>6. Bagaimana interaksi siswa dengan sumber belajar/media?</p>	
Strategi pembelajaran	7. Apakah proses pembelajaran dilaksanakan dengan strategi yang	

	sesuai secara lancar?	
	8. Apakah siswa dapat mengikuti alur kegiatan belajar?	
	9. Bagaimana cara guru peserta memberikan arahan yang mendorong siswa untuk bertanya, berpikir dan beraktivitas?	
	10. Apakah siswa aktif melakukan kegiatan fisik dan mental (berpikir)? Berapa banyak siswa yang aktif belajar?	
KEGIATAN PENUTUP Penguatan/ konsolidasi	11. Bagaimana cara guru peserta memberikan penguatan, dengan mereviu, merangkum atau menyimpulkan? 12. Apakah guru peserta memberi tugas rumah untuk remidi atau penguatan?	
Evaluasi	13. Bagaimana cara guru peserta melakukan evaluasi pembelajaran? 14. Bagaimana ketuntasan belajar siswa?	
KOMENTAR OBSERVER	Keterlaksanaan skenario pembelajaran (berdasarkan RPP):	
	Pelajaran berharga yang dapat dipetik oleh observer:	
	Lain-lain:	

....., 20
Observer,

(.....)

APPENDIX 3

PEDOMAN OBSERVASI TERHADAP PROSES PEMBELAJARAN BERBICARA

Appendix 3

PEDOMAN OBSERVASI TERHADAP PROSES PEMBELAJARAN BERBICARA

Hari/tanggal/pukul :

Kelas :

NO	Aspek yang dinilai	dilaksanakan	Tidak dilaksanakan	Keterangan			
				4	3	2	1
1.	Perumusan Tujuan Pembelajaran : a. Menetapkan tujuan kegiatan pembelajaran dengan menggunakan songs b. Menetapkan bentuk pembelajaran berbicara						
2.	Pelaksanaan Kegiatan : a. Pembukaan kegiatan pembelajaran berbicara b. Penerapan strategi pembelajaran berbicara c. Kegiatan penutup pembelajaran berbicara						
3.	Penilaian Kegiatan a. Menggunakan teknik evaluasi yang sesuai b. Penekanan tes pada aspek yang dievaluasi						

Keterangan : 4 = sangat memadai, 3 = memadai, 2 = cukup, 1 = kurang memadai

APPENDIX 4

PEDOMAN WAWANCARA PELAKSANA PEMBELAJARAN BERBICARA DENGAN MENGGUNAKAN SONGS

Appendix 4

PEDOMAN WAWANCARA PELAKSANA PEMBELAJARAN BERBICARA DENGAN MENGUNAKAN SONGS

Tanggal :

Sumber :

Pertanyaan	Jawaban
Apakah Bapak/Ibu mengenal pembelajaran berbicara dengan songs? Bisa dijelaskan? Jika belum, apakah Bapak/Ibu tertarik menggunakan media songs ini dalam proses pembelajaran?	
Apakah Bapak/Ibu merasa siap menerapkan media songs dalam pembelajaran berbicara?	
Menurut Bapak/Ibu, apakah songs di dalam pembelajaran berbicara dalam pelajaran Bahasa Inggris dapat meningkatkan motivasi siswa?	
Menurut Bapak/Ibu, sejauh mana keefektifan pembelajaran berbicara di dalam English class ini?	

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Appendix 5

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah	: SMP N 7 Wonogiri
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII/ Dua
Standar Kompetensi	: 1.mengungkapkan makna dalam teks fungsional pendek sederhana berbentuk prosedur untuk berinteraksi dalam konteks kehidupan sehari – hari.
Kompetensi Dasar	: 1.1 mengungkapkan makna dalam bentuk teks tertulis berupa prosedur teks dengan ragam bahasa tulis secara akurat, lancar, dan berterima untuk dapat berinteraksi dalam konteks kehidupan sehari- hari.
Indikator	: Dapat mengidentifikasi bagian di dalam teks berbentuk prosedur. Dapat menyusun kata yang masih acak dalam teks berbentuk prosedur. Dapat menjelaskan dan urutan dalam teks berbentuk prosedur.
Aspek/ Skill	: Speaking
Alokasi Waktu	: 6 x 40 menit.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Mengidentifikasi bagian di dalam teks berbentuk prosedur.
2. Menyusun kata yang masih acak dalam teks berbentuk prosedur.
3. Menjelaskan urutan dalam teks prosedur secara sederhana

B. Materi Pembelajaran

Kalimat Sederhana :

-Imperatives.

-Simple Present.

Teks Fungsional Pendek :

-cooking instruction (instant noodle).

C. Metode Pembelajaran

- PPP (Presentation, Practice, Production).

D. Langkah – langkah Kegiatan

a. Kegiatan awal :

Opening

<i>Greeting</i>	Good morning class, how's everyone feelings today? Fine? Great, thank you.
<i>Leading Prayer</i>	Ok class, before we start our lesson today, let's say our prayer together, shall we.
<i>Checking Students attendances</i>	Who's missing today? Who is absent today? What's wrong with her / his?
<i>Opening the lesson</i>	Ok class, we can start our lesson today.

Leading in to the Topic

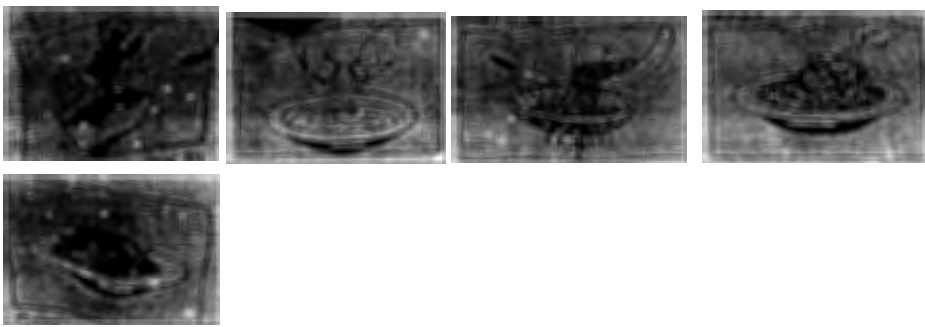
Addresses some questions related to the material will be discussed	1.What your favorite food? 2.Do you like instant noodle such as “indomie”, “mie sedap”, etc? 3.Do you know how to make a instant noodle?
---	--

b. Kegiatan Inti

• Presentation

Guru memberikan contoh teks prosedur berupa cooking instruction untuk mie instant dan menjelaskan bagian – bagian yang terdapat di dalam teks tersebut.

How to Make Instant Noodle →



Title introducing the aim of the procedure

Ingredients and tools

1. Instant noodle.
2. Boiling water 400ml.
3. A bowl

}

List of materials needed.

sequence of steps in order to complete the procedure.

Cooking Instruction :

1. Pour boiling water 400ml and add the noodles, then stir for 3 minutes.
2. Mix seasoning powder, oil, sweet soy sauce and chili sauce (according to taste) on a bowl while noodles are being cooked.
3. Remove noodles from water and drain well.
4. Stir noodle with the seasonings and mix well.
5. Garnish with fried onions and pour delicious noodles are ready to serve.

Sentences like command beginning with the action.

- Practice

Guru memberikan soal kepada siswa untuk menyusun kata yang masih acak menjadi bentuk teks prosedur sederhana.

How to Make Oriental Fried Rice

To make oriental fried rice, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper, and salt, and a spoonful of oyster sauce.

Preparations :

1. Cut up the meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper and salt.
3. Break in and stir in one or two eggs.
4. Chop up the leeks into very small pieces

Cooking Instructions :

- a. Then, pour the eggs and green peas.
- b. After that, pour the ground garlic, pepper and salt, adds a spoonful o oyster sauce.
Put the leeks into the mixture and a plate of rice.
- c. First of all, fry the chicken fillet and meatballs. Stir the mixture well.
- d. Finally, serve oriental fried rice on a plate with hot sauce, if you like.

- Production

Guru membagi siswa ke dalam kelompok (in pairs or groups) kemudian menulis teks berbentuk prosedur secara sederhana menurut ide masing – masing sesuai dengan judul teks yang mereka dapat kemudian meminta mereka untuk membaca dan mempresentasikan di depan kelas.

Compose your own procedure text !

- How to make Nutrijell

c. Kegiatan Akhir

Summarizing the lesson

“ well class, what have we learned today? “

Student are given assignment / homework

“ Ok, for your homework, please make a procedure text how to make instant noodle “

Clarify their understanding

“ Any questions so far?”

Valediction

“ OK, time is up, see you in the next meeting, good afternoon.”

E. Sumber Belajar

1. English in Focus (For Grade VII Junior High School)
2. Real time.

F. Penilaian Hasil Belajar

1. Kisi – kisi

Indikator	Penilaian			Kunci Jawaban
	Teknik	Bentuk	Instrumen	
I.Dapat mengidentifikasi bagian di dalam teks berbentuk prosedur	- Tes lisan	- mengungkapkan bagian dan makna di dalam teks.	- apa saja bagian yang terdapat di dalam teks berbentuk prosedur?	- Tittle - List of materials. - A sequence of steps. - Sentence like Command.
II.Dapat menyusun kata yang masih acak dalam teks berbentuk prosedur.	-Tes tertulis dan lisan	- Mengerjakan soal.	- Susunlah kalimat yang masih acak dibawah ini menjadi paragraf yang benar, a. Then, pour the eggs and green peas. b. After that, pour the	-a. First of all, fry the chicken fillet and meatballs. Stir the mixture well. b. Then, pour the eggs and green peas.

<p>III.Dapat membuat teks dalam bentuk prosedur.</p>	<p>-Tes tertulis dan lisan</p>	<p>- Mengerjakan soal secara bersama (dalam kelompok.)</p>	<p>ground garlic, pepper and salt, adds a spoonful o oyster sauce. Put the leeks into the mixture and a plate of rice.</p> <p>c. First of all, fry the chicken fillet and meatballs. Stir the mixture well.</p> <p>d. Finally, serve oriental fried rice on a plate with hot sauce, if you like.</p> <p>-How to make nutrijiell</p>	<p>c. After that, pour the ground garlic, peppe and salt, adds a spoonful o oyster sauce. Put the leeks into the mixture and a plate of rice.</p> <p>d.Finally,serve oriental fried rice on a plate with hot sauce, if you like.</p> <p>-Mix well jelly powder With 100g of sugar.</p> <p>-Pour the mixture into 400ml of water, stir till dissolved and boil.</p> <p>-Turn off the flame, add fruity add and stir well.</p> <p>-Pour the solution into jelly mould.</p> <p>-</p>
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2. Pedoman Penilaian

1. Untuk I Tiap nomor benar diberi skor 2
Untuk II Tiap nomor benar diberi skor 2
2. Jumlah skor maksimal
 - I. $5 \times 2 = 10$
 - II. $5 \times 2 = 10$
 - Jumlah 20
3. Nilai Maksimal = 10
4. Nilai siswa : skor perolehan x 10
skor maksimal

3. Rubrik Penilaian

No	Uraian	Skor
1.	Isi benar, tata bahasa benar	2
	Isi benar, tata bahasa kurang tepat	1,5
	Isi dan tata bahasa kurang tepat	1
	Tidak menjawab	0
2.	Setiap jawaban benar	2
	Tidak menjawab	0

Guru Kelas

Sri Riyanti, S.Pd
NIP. 19630303 198703 2 010

APPENDIX 6

SONGS SCRIPT

Appendix 6

SONGS SCRIPT

Making Funky Jelly

Intro opening

How to make jelly, making funky jelly

How to make jelly, making funky jelly

Materials :

- 1 sachet of "Nutrijell"
- 1 small glass of sugar
- 700 ml water

Steps :

1. Open the sachet and put in the pan and put in to sugar and mix it to avoid lump.
2. Fill the water in to the pan. Switch on the stove, cook it around 4 minutes until boil
3. After boil, switch off the stove and wait until 3 minutes, put in 'fruity acid' and mix it
4. Pour the mixture to the doll container
(if you have it) wait until freeze.
5. After freeze, you can make your own creation with milk, fruit topping, sugar mint and many more.

YOU RAISE ME UP
JOSH GROBAN

When I am down and, oh my soul, so weary;
When troubles come and my heart burdened be;
Then, I am still and wait here in the silence,
Until you come and sit awhile with me.

Chorus:

You raise me up, so I can stand on mountains;
You raise me up, to walk on stormy seas;
I am strong, when I am on your shoulders;
You raise me up to more than I can be.

Repeat chorus with key change (E)

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders
You raise me up to more than I can be.

Repeat chorus (x2) with key change (F)

You raise me up, so I can stand on mountains
You raise me up, to walk on stormy seas
I am strong, when I am on your shoulders

You raise me up to more than I can be.

Jangan Menyerah – D'masiv

Tak ada manusia
Yang terlahir sempurna
Jangan kau sesali
Segala yang telah terjadi

Kita pasti pernah
Dapatkan cobaan yang berat
Seakan hidup ini
Tak ada artinya lagi

[chorus]
Syukuri apa yang ada
Hidup adalah anugerah
Tetap jalani hidup ini
Melakukan yang terbaik

[chorus2]
Tuhan pasti kan menunjukkan
Kebesaran dan kuasanya
Bagi hambanya yang sabar
Dan tak kenal Putus asa

If ain't Got You – Alicia Keys

Some people live for the fortune
Some people live just for the fame
Some people live for the power, yea
Some people live just to play the game
Some people think that the physical things defines what's within
And I've been there before, but that life's a bore
So full of the superficial

Some people want it all
But I don't want nothing at all
If it ain't you, baby
If I ain't got you, baby
Some people want diamond rings
Some just want everything
But everything means nothing if I ain't got you, yea

Some people search for a fountain
The Promise is forever young
Some people need three dozen roses
And that's the only way you prove you love them
Hand me the world on a silver platter
And what good would it be
With no one to share
With no one who truly cares for me

Some people want it all
But I don't want nothing at all
If it ain't you, baby
If I ain't got you, baby
Some people want diamond rings
Some just want everything
But everything means nothing if I ain't got you

Some people want it all

But I don't want nothing at all
 If it ain't you, baby
 If I ain't got you, baby
 Some people want diamond rings
 Some just want everything
 But everything means nothing if I ain't got you, yea

That Something bout Love – David Archuleta

Every night it's all the same
 You're frozen by the phone
 You wait, something's changed
 You blame yourself every day
 You'd do it again
 Every night

There's something 'bout love
 That breaks your heart
 Whoa oh oh oh
 It sets you free

There's something 'bout love
 That tears you up
 Whoa oh oh oh
 You still believe
 When the world falls down like the rain
 It'll bring you to your knees
 There's something 'bout love that breaks your heart
 Whoa oh oh oh...

But don't give up

There's something 'bout love

When you were young
 Scared of the night
 Waiting for love to come along
 And make it right
 Your day will come, the past is gone
 So take your time
 And live and let live

There's something 'bout love
 That breaks your heart

Whoa oh oh oh
It sets you free

There's something 'bout love
That tears you up
Whoa oh oh oh
You still believe
When the world falls down like the rain
It'll bring you to your knees
There's something 'bout love that breaks your heart
Whoa oh oh oh...
But don't give up
There's something 'bout love

Don't fight
Don't hide
Those stars in your eyes (in your eyes)
Let em' shine tonight
Let em' shine tonight

Hang on
Hang in
For the ride of your life
It's gonna be alright
Hold on tight

There's something 'bout love
That breaks your heart
Whoa oh oh oh

There's something 'bout love
That breaks your heart
Whoa oh oh oh
It sets you free

There's something 'bout love
That tears you up
Whoa oh oh oh
You still believe
When the world falls down like the rain
It'll bring you to your knees (to your knees)

There's something 'bout love that breaks your heart

Whoa oh oh oh...

But don't give up

There's something 'bout love

APPENDIX 7

SPEAKING RUBRIC

Appendix 7

SPEAKING RUBRIC

NO	Aspek yang dinilai	1	2	3	4
1.	Organization (Introduction,body,conclusion)				
2.	Content (Depth of knowledge, logic)				
3.	Fluency				
4.	Language <ul style="list-style-type: none">- Pronunciation- Grammar- Vocabulary				
5.	Performance (Eye contact, expression, gesture)				

APPENDIX 8

STUDENTS' ACTIVITIES

Appendix 8

Students' Activities

Activity I Arrange the following jumbled sentences into correct paragraph.

After That, pour the ground garlic, pepper, and salt, adds a spoonful o
oyster sauce. Put the leeks into the mixture and a plat of rice.

First of all, fry the chicken fillet and meatballs. Stir the mixture well.

Finally, serve oriental fried rice on a plate with hot sauce, if you like.

Then, pour the eggs and green peas.

Activity II

Write a Procedure Text “How To Make Nutrijell/Jelly” in your own words and practice in front of class.

APPENDIX 9

TABLES

Appendix 9

Table 1

Tabel Penilaian Kemampuan Berbicara Siswa

Meeting 1

No	Name	Fluency	Pronunciation	Grammar	Vocabulary	Interactive Communication	Appropriacy	complexity	Score	Apposition
1	S1	80	80	80	80	80	80	80	560	17,5
2	S2	80	80	80	80	80	80	70	550	17,1
3	S3	90	80	90	90	80	80	80	590	18,4
4	S4	80	90	90	80	90	90	80	600	18,7
5	S5	70	70	70	70	70	70	80	500	15,6
6	S6	70	70	60	70	70	70	80	480	15,0
7	S7	70	70	70	70	70	70	70	490	15,3
8	S8	70	70	70	80	70	70	80	510	15,9
9	S9	80	80	80	70	70	70	70	520	16,2
10	S10	90	80	80	60	70	70	70	520	16,2
11	S11	60	60	60	60	50	50	50	390	12,1
12	S12	80	80	80	80	80	70	70	540	16,8
13	S13	80	80	80	80	70	70	70	490	15,3
14	S14	80	80	80	80	70	70	70	490	15,3
15	S15	70	60	60	60	60	60	60	430	13,4
16	S16	60	70	60	60	60	60	60	430	13,4
17	S17	60	60	60	60	60	60	60	420	13,1
18	S18	60	60	60	60	60	60	70	430	13,4
19	S19	80	80	70	70	70	80	80	490	15,3
20	S20	60	60	60	60	60	60	60	420	13,1
21	S21	60	60	60	60	60	60	60	420	13,1
22	S22	70	60	60	60	60	60	60	430	13,4
23	S23	70	70	60	60	60	60	60	440	13,7
24	S24	60	70	70	60	60	60	60	440	13,7
25	S25	60	60	60	70	70	60	60	440	13,7
26	S26	80	80	80	80	80	80	80	560	17,5
27	S27	70	80	80	80	80	80	80	550	17,1
28	S28	70	70	70	80	80	80	70	520	16,2
29	S29	80	80	80	70	70	70	70	520	16,2
30	S30	70	70	80	80	80	80	80	540	16,8
31	S31	70	70	80	80	80	80	80	540	16,8
32	S32	80	80	80	70	70	70	70	520	16,2

Table 2

Tabel Penilaian Kemampuan Berbicara Siswa

Meeting 2

No	Name	Fluency	Pronunciation	Grammar	Vocabulary	Interactive Communication	Appropriacy	complexity	Score	Apposition
1	S1	80	80	80	80	80	80	80	560	17,5
2	S2	80	80	80	80	80	80	80	560	17,5
3	S3	90	80	90	90	80	80	80	590	18,4
4	S4	80	90	90	80	90	90	80	600	18,7
5	S5	80	80	80	80	80	80	80	560	17,5
6	S6	80	80	80	80	80	80	80	560	17,5
7	S7	80	80	80	80	80	80	80	560	17,5
8	S8	80	80	80	80	80	80	80	560	17,5
9	S9	80	80	80	70	70	70	70	520	16,2
10	S10	90	80	80	60	70	70	70	520	16,2
11	S11	90	80	80	60	70	70	70	520	16,2
12	S12	80	80	80	80	80	70	70	540	16,8
13	S13	80	80	80	80	70	70	70	490	15,3
14	S14	80	80	80	80	70	70	70	490	15,3
15	S15	80	80	80	80	70	70	70	490	15,3
16	S16	80	80	80	80	70	70	70	490	15,3
17	S17	80	80	80	70	80	70	70	490	15,3
18	S18	80	80	80	80	80	80	80	560	17,5
19	S19	80	80	70	70	70	80	80	490	15,3
20	S20	80	80	80	80	80	80	80	560	17,5
21	S21	80	80	80	80	80	80	80	560	17,5
22	S22	70	60	60	70	70	70	80	490	15,3
23	S23	70	80	70	70	70	70	80	490	15,3
24	S24	80	80	80	70	70	70	70	520	16,2
25	S25	70	70	80	80	80	80	80	540	16,8
26	S26	80	80	80	80	80	80	80	560	17,5
27	S27	80	80	80	80	80	80	80	560	17,5
28	S28	70	70	70	80	80	80	70	520	16,2
29	S29	80	80	80	70	70	70	70	520	16,2
30	S30	70	70	80	80	80	80	80	540	16,8
31	S31	70	70	80	80	80	80	80	540	16,8
32	S32	80	80	80	70	70	70	70	520	16,2

Table 3
Tabel Penilaian Kemampuan Berbicara Siswa
Meeting 3

[illegible]

Table 4
Tabel Penilaian Kemampuan Berbicara Siswa
Meeting 4

[illegible]

APPENDIX 10

DOCUMENTATION

Appendix 10



Students' group work activity



Students' teaching learning process



Students' in the English learning process



Students' group working



Students' of SMPN 7 Wonogiri



Students' in the Arts Festival 2013